

A P P E N D I X

Text Highlighting

Likes	Dislikes	Puzzles (I wonder . . .)	Patterns



Text Highlighting

What Is Text Highlighting?

Text Highlighting (Chambers 1996) is an instructional approach that moves teachers and students away from dependence on teacher-directed talk and questioning and toward student-generated talk and questioning. This approach works with any type of narrative or informational text. After students have read the text, they highlight the text by noting their likes, dislikes, puzzles (things they wonder about), and patterns they discovered. Individual student highlights are combined for a class Text Highlighting, which then focuses the class discussion.

Why Should We Use Text Highlighting in Our Content Classes?

Text Highlighting provides a structure for helping students learn to depend on their individual and collective active reading strategies as a way to comprehend text. Whether used in conjunction with students' textbooks or with supplemental reading such as journals, letters, novels, poetry, or feature articles, this approach requires that readers think deeply about the text by visualizing, predicting, questioning, connecting, inferring, and analyzing for patterns. In the process of using these active comprehension strategies, students retain more content information because the text becomes more meaningful and more relevant.

In the Classroom

In Kyle Gonzalez's classroom, students completed their shared reading of Irene Hunt's *The Lottery Rose* at the beginning of class on the last day of school. Typically, this is not a time of outstanding student achievement, but Kyle had decided to focus their discussion of the text using the Text Highlighting approach. After the reading was completed, she asked each of the students to devote some thought and quiet writing time to filling out the Text Highlighting form she gave them (see Appendix). She asked them to complete only the first three columns: likes, dislikes, and puzzles.

When students completed their individual forms, they worked collaboratively to compile their responses in a class Text Highlighting. The discussion that came out of this collaboration as students discovered patterns in their likes, dislikes, and puzzles led them to identify the thing they wanted most to talk about in this book: how anger can hurt people (see Figure).

While Kyle offered students a form to record their thoughts and guidance as they searched for patterns, students generated and led the entire discussion, which lasted for over an hour on this final day of school—and students were still talking animatedly as they left school for the summer.

Research/Origins

Chambers, A. 1996. *Tell Me: Children, Reading, and Talk*. Portland, ME: Stenhouse.

References/Further Reading

Allen, J., and K. Gonzalez. 1998. *There's Room for Me Here: Literacy Workshop in the Middle School*. Portland, ME: Stenhouse.

Hunt, I. 1970. *The Lottery Rose*. New York: Tempo Books.

